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ABSTRACT

This paper assesses the recommendations made during the 1991 White House Conference on Library and Information Services (WHCLIS) from a public policy view, and identifies their meaning for the public's uses and needs for library and information services. Recommendations from the WHCLIS conference which fit best with national goals were found to focus on four policy areas: (1) lifelong learning; (2) industrial policy; (3) economic stimulus: rural and urban development; and (4) information infrastructure. Each of these four policy areas is identified and discussed in terms of library and information services. WHCLIS recommendations that are relevant to meet goals for these policy areas are identified by number (keyed to the appendix). Following the analyses of the policy areas, possible implementations of the recommendations are discussed, and an analysis of policy recommendations is appended. Each WHCLIS recommendation is numbered and identified with the area it is relevant to; some contribute to more than one goal. (JLB)

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TOWARD A JUST AND PRODUCTIVE SOCIETY

an analysis of the recommendations of the
White House Conference on Library and Information Services

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TOWARD A JUST AND PRODUCTIVE SOCIETY

The crisis of inequitable opportunity that is eroding all aspects of life in the United States can be met by investment in libraries and information services. This paper will identify how implementation of recommendations of over 100,000 citizens that were voted upon at the 1991 White House Conference on Libraries and Information Services will contribute to a just and productive society.

- **Lifelong Learning**
- **Industrial Policy**
- **Economic Stimulus: Rural & Urban Development**
- **Information Infrastructure**

TOWARD A JUST AND PRODUCTIVE SOCIETY

Americans share, in their hearts, a strong desire to live productive meaningful lives. They have elected lawmakers and leaders whose task it is to draft legislation and implement regulations that will move our society toward these goals. However, a growing sense that individual citizens have less opportunity in a changing workplace and have little control over government actions, has created a crisis that is eroding all aspects of life in the United States.

Americans want a just and productive society. Implementation of the WHCLIS recommendations will take us there.

To address these concerns a cross-section of the American people --over 2,000 representing the general public, library and information professionals, government officials, and trustees and friends of the library--met in Washington, D.C. at the 1991 White House Conference on Library and Information Services (WHCLIS). The Conference resulted in a comprehensive set of 95 recommendations and petitions passed by delegates and published in the report, *Information 2000: Library and Information Services for the 2lst Century.*[1]

[1] U.S. National Commission on Libraries and Information Science, Information 2000: Library and Information Services for the 21st Century. (Washington, D.C. : NCLIS, 1992)

This paper will assess the 1991 WHCLIS recommendations from a public policy stance and identify their meaning for the public's uses and needs for library and information services. The articulation of WHCLIS recommendations with current government policies provides direction for the resolution of the crisis of the citizenry's sense of powerlessness in a changing world.

A TRUE GRASSROOTS INITIATIVE

The White House Conference on Libraries and Information Services (WHCLIS) was called by the President under Public Law 100-382. The rationale for a national focus on libraries as noted in the mission of this law is that:

> Access to information and ideas is indispensable...preservation and dissemination of information and ideas are the primary function of the library and information services...the economic vitality of the United States in a global economy and the productivity of the workforce of the nation rest on access to information in the post-industrial information age...library and information service is essential to a learning society...social, demographic and economic shifts of the past decade have intensified the rate of change and require that Americans of all age groups develop and sustain literacy and other lifelong learning habits...expanding technological developments offer unprecedented opportunities... growth and augmentation of the Nation's library and information services are essential if all Americans, without regard to race, ethnic background, or geographic location are to have reasonable access

> to adequate information and lifelong learning...the future of our society depends on developing the learning potential inherent in all children and youth...rapidly developing technology offers a potential for enabling libraries and information services to serve the public more fully...emerging satellite communication networks and other technologies offer unparalleled opportunity for access.

Examination of these issues at the 1991 WHCLIS was preceded by preconference forums in all 50 states, the District of Columbia, seven U.S. territories, and by Native American Tribes and the federal library and networking community. Over 100,000 Americans participated in these forums which focused on three themes:

- Literacy
- Productivity
- Democracy

At these forums thousands of ideas and resolutions were approved and submitted to state preconference planners.

Delegates and alternates (984) were selected from the states and territories under a formula mandated by law to include the general public, library and information professionals, trustees and friends of the library, and government officials balanced by demographic criteria (age, gender, ethnicity). Also included were 1,000 non-voting Honorary Delegates, 64 at-large Delegates, and 300 volunteers.

These delegates were provided with the consolidation of over 2,500 recommendations and ideas generated at the state and territory meetings. At the WHCLIS delegates selected key areas as synthesized by volunteers into topics such as availability and access to information, national information policies, networking, and technology. These topics were debated and forged into recommendations submitted to a Conference Recommendation Committee (CRC). The CRC reduced the recommendations to 178 for presentation to the delegates who reduced these to 126 and then assigned them priority order. These were voted upon and a comprehensive set of 95 recommendations and petitions were passed by the delegates for inclusion in the WHCLIS final report.

This method of consensus building was a careful and deliberate process. Concerns of urban and rural areas, concerns of educators, concerns of business, and concerns of diverse ethnic populations were discussed and debated. The report that documents this grass-roots affirmation of the need for strengthened library resources and services, and the final roster of accepted recommendations is testimony to the broad-based consensus-seeking initiative involving thousands of citizens that provides the groundwork for policy clarification.

POLICY CLARIFICATION

The recommendations made at the WHCLIS will serve to undergird several national policy directions. By identifying these directions and developing an analysis of the recommendations in light of these directions, it is possible to determine which recommendations are most compelling in terms of current national goals and priorities. Realistically, those recommendations that focus on four broad areas fit best with national goals.

- Lifelong Learning
- Industrial Policy
- Economic Stimulus: Rural & Urban Development
- Information Infrastructure

Most of the recommendations made at the WHCLIS fall into these four policy areas. This indicates that the grassroots process worked well to clarify directions in which stronger support for library and information services articulates with national goals.

The appendix to this paper identifies which recommendations contribute to these national goals. Many contribute to several goals. The matrix that results highlights those recommendations that move us toward national priorities and gives some structure for discussion that assists in identifying priority recommendations.

In the sections that follow four critical policy areas are identified and discussed. Recommendations of the WHCLIS that will move our nation to meet goals for these policy areas are identified by number (keyed to the appendix). Through this discussion it will be shown that support of WHCLIS recommendations is integral to achievement of policies. Suggestions for implementations of the goals will follow.

LIFELONG LEARNING

The strongest national policy direction being debated today is renewed attention to the need for every American to learn continuously. Mastering basic skills, achieving literacy and numeracy, and developing patterns of critical thinking are crucial to survival in a world where change is the basic driving force of our daily lives. Many Americans have not had the opportunity to develop lifelong learning skills. They have failed to connect with the idea of continuous education. They have dropped out of secondary school, or even if they have finished and continued through higher education, they have not acquired the skills to participate in continuous learning that leads to "new work" as middle management occupations disappear.

Lifelong learning activated for all citizens provides a solution to many of the challenges facing us today. Again and again fundamental social problems such as the changing workforce, lack of civic participation, or lack of productivity, may be traced to a population that to some degree has stalled in the pursuit of learning. While institutionalized education is widely available, it has not penetrated through all levels of American life. Institutions of higher education, though increasingly flexible in scheduling and admission requirements, present some barriers to participation. The unemployed actively looking for work may not be able to commit to the structure of regular classes or pay even nominal tuition.

Libraries offer continuous access to learning. Stimulation to their use and their proper funding will contribute mightily to realization of the goal of a learning society. Throughout the WHCLIS recommendations a strong commitment to the legislative actions that will create a learning society is paramount. Identification of the WHCLIS recommendations that contribute to the activation of a learning society demonstrates how library support will enable Americans to achieve this goal.

Support for libraries is a complex issue. While many of the pieces are in place, the wildly inequitable systems of funding and staffing make for a crazy quilt of services that are inconsistent across jurisdictions and ill-equipped to meet the demands made upon them. What is envisioned in the WHCLIS recommendations regarding lifelong learning is a national system of support for libraries. The library and information services developed in each community will be configured to meet community needs but will be at a level of adequacy to ensure equality for all.

This means that there must be a hard hitting initiative to develop a base of libraries nationwide that are staffed adequately to meet the needs of all Americans as the precepts of lifelong learning become a nationwide mandate.

At the outset, for libraries, this means that there must be intensified support for services to youth (SER02-1). Schools must be equipped with adequate professional staffing, up-to-date information technologies and support personnel to assist elementary and secondary school students in

gathering diverse ideas from multiple sources of information. Model programs that catalyze critical thinking through information literacy must be developed and replicated. Federal guidance at the level of the U.S. Department of Education office must be established to provide leadership to school library media programs across the nation.

But this commitment to youth must extend beyond the school day and beyond the school year. Public library services to youth must be enhanced with parent/family projects aimed at preschool children; additional enrichment for elementary children; and, increasingly the forgotten youth of our nation--young adults--must be targeted for involvement with library materials and services.

Bridges should be built between schools and libraries to inculcate the value of learning through day-long and year-round through programs that investigate the bases of information literacy; intergenerational programming that will foster communication across generations; and involvement by librarians in youth-at-risk projects such as job training, community participation, or drug prevention programs.

The designation of libraries as educational agencies (NIP12-1) will cement the role of libraries in lifelong learning and provide the sanction of federal designation for libraries as a vital component in the nation's commitment to lifelong learning. These libraries must be strengthened so that collections keep pace with the rapid growth of information (ACC01-1); access policies

established to meet diverse user needs (ACC01-2, ACC01-2, ACC01-4, ACC01-5, ACC02-1, ACC02-3, ACC06-1, ACC07-1); and preservation policies adopted so that the wisdom of the past becomes part of our collective future (PRE0-1, PRE02-1).

An emphasis on expanded resources and access also requires consideration of safeguards to ensure inclusion of scientific and governmental resources in the nation's libraries (ACC04-1; ACC04-2; ACC04-3; ACC04-5) both for the sustained development of new knowledge and for the full participation of citizens in the democratic enterprise.

The linkage of democracy and education goes back to the roots of the establishment of this nation. Benjamin R. Barber, addressing the politics of education recently observed:

> Among the several literacies that have attracted the attention of anxious commentators, civic literacy has been the least visible. Yet this is the fundamental literacy by which we live in a civil society. ... Education creates a ruling aristocracy constrained by temperance and wisdom; when that education is public and universal it is an aristocracy to which we can all belong.[2]

Public and universal education beyond formal schooling is available **only** in our nation's libraries. The fact that libraries are the **only** educational institution open to all people regardless

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[2] Benjamin R. Barber, "America Skips School: Why We Talk So Much About Education and Do So Little," Harper's 118 (November, 1993): 44.

of age or economic status, strengthens the insistence that these agencies be funded to disseminate information on all issues and especially those relating to government policies (GOV05-2; GOV05-3; GOV05-5; GOV05-6; GOV05-7).

It is a central feature of the mission's of the nation's libraries that their services are for all people. Because some categories of people need special assistance due to lack of literacy, lack of English fluency, or physical challenges, our libraries need sustained support to reach out and provide adequate services to these special groups (SER03-1; SER05-1; SER06-1; SER07-1; SER07-2; SER08-1)

Recognizing the special needs of Native American Peoples the WHCLIS recommendations included a petition on Library and Information Services to Native Americans which focused to a large-degree on issues related to lifelong learning. A special report which provided the results of hearings and studies of the needs of Native American Peoples is imperative background for future consideration of the implementation of the WHCLIS recommendations[3]

Taken together the recommendations passed at the WHCLIS that relate to lifelong learning provide a mandate for support of libraries at all levels to strengthen resources, expand services, and facilitate access. The system of U.S. libraries--in schools, in community college, in universities, in medical centers, in law schools, in private enterprise, in government agencies, and in the special pride of the U.S. citizenry, the public library--is without peer in the world.

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[3] U.S. National Commission of Libraries and Information Science. Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples (Washington, D.C. : NLCIS, 1992).

Building on this unique strength, the infrastructure for lifelong learning is already in place. But our libraries are sadly lacking in resources. Without full funding for the recruitment and education of ethnically diverse professionals and for acquisitions of print and electronic collections, the realization of universal literacy, and true democratic participation can not be met.

Two other aspects of national policy for the nineties--industrial policy and economic development--can also be addressed by attention to libraries. These are discussed below.

INDUSTRIAL POLICY

The fact that Americans are "working harder now for less" with a continuing long-term decline of real wages is well-known to policy makers. Increasingly, responsibility for examining the modes of production and the Gross Domestic Product falls to government analysis. For an advanced economy to be competitive, new factors of production come into play: technology, workplace organization, and worker/management relations. Wise political choices will support redefinitions of these components to result in a renewed workplace.

In his recent monograph, The Endangered American Dream, Edward N. Luttwak includes the need for a clear industrial policy to reverse the downward economic slide of the United States.[4] Industrial policy includes a complex set of issues such as new product innovation, expanded foreign trading partnerships, and shifting to high technology enterprises. The foundation of a new industrial policy must be the coherent and careful development of information resources that will provide rapid access to new discoveries, facilitate transborder data flow, and respond to the information needs of scientists and engineers.

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[4] Edward N. Luttwak, The Endangered American Dream: How to Stop the United States from Becoming a Third World Country and How to Win the Geo-Economic Struggle for Economic Supremacy (New York: Simon and Schuster, 1993).

As already noted, renewed emphasis on issues relating to lifelong learning will contribute to a more educated and more informed citizenry. As part of current governmental attention to industrial policy, certain aspects of what it means to be informed take special precedence. These include renewed emphasis on national information policies that will drive industrial policy, namely the enhancement of equal and timely delivery of information (NIP01-1), attention to copyright laws for new technologies (NIP02-1), developing policies for information in all formats (TEC02-1), and training individuals to use new information technologies (TRA06-1).

Libraries will play a vital role in reversing the current economic downslide. The growing information infrastructure lends solutions to some aspects of the need for a redirected national industrial policy.

Industrial policy shifts will require that many U.S. citizens must adjust their work styles to remain competitive. While this may be done on the local level, it is imperative that national industrial policy undergirds these adjustments with information policies in place at the highest level. The Department of Labor's retraining program, the Workforce Security Act, is an example of national attention to the need to restructure the kinds of work Americans do. Librarians can play a central role in this initiative.

Today at least 50 percent of the jobs in the U.S. economy focus on generating, interpreting, or passing on the flow of information. Without clear information policies in place there will be disparate development for rural workers and those unable to pay higher costs in an increasingly

deregulated telecommunications environment.[5] As more and more U.S. citizens move towards knowledge work, the need to clarify information policies and facilitate new industrial policies is clearer than ever before. The WHCLIS recommendations have anticipated the convergence of industrial policy and information policy clarification.

[5] Gregory F. Intoccia, "Governing Telecommunications: A New Regime in Public Law and Public Policy," Glendale Law Review 10 (1991): 1-50.

ECONOMIC STIMULUS

As national level industrial policy solidifies and information policy safeguards basic procedures for copyright, access to information, and broad-based end-user training, local level information needs must be confronted. It is also here that libraries will play an ongoing role. As already noted, strengthened libraries will result in an infrastructure for lifelong learning without parallel in the world, but beyond this broad focus libraries must play an integral part in economic stimulus at the local, state, and regional level.

To bring to all people the information resources needed to stimulate urban, rural, and suburban economies the personnel needs of libraries require a multicultural and multilingual staff (NIPll-l). Designation of libraries as business information centers (NIP14-1) will also increase equality in access to legal information (ACC03-3; NET16-1). Support for government information centers will provide ready access to government information for decision making (NIP15-1).

Partnership of public and private sector library and information services will enhance sharing of information for business development. Productivity will be enhanced if information for decision making is preserved and made accessible (NET05-1). Access should include rural areas

through networking equity (NET13-1). New technologies should be moved toward a level of user-friendliness that ensures they become a utility rather than a difficult-to-use set of nonstandardized access points. (TRA03-2).

Some of these ideas have been expressed in recent government discussions, notably the proposed revision of OMB Circular A-130 in which it is noted that "users of Federal information resources must have knowledge and training to effectively use these information resources."[6] If citizens are to be competitive in a global society the mechanism for facilitating their increased need for information is through the services of enhanced library resources.

When the barriers that hinder equal information access are felled by the proactive advocacy of information professionals to intervene and speed up the process of acquiring information to assist in development, economic stimulus will be served.

The commitment of librarians and the library community to train and educate citizens to use information resources in all forms fits well with the policy of economic stimulus. When libraries are funded to assist small business owners with information retrieval from government and other sources, the economy moves forward. When local and county governments have timely access to administrative regulatory information, the work of jurisdictions will move forward.

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[6] Federal Register (September 10, 1993: 47790-97)

The nation's imagination has been seized by the concept of the "information superhighway." The new agenda for action on the National Information Infrastructure (NII) issued by the Clinton administration in mid-September, 1993 describes "a seamless web of communication networks, computers, databases, and consumer electronics that will put vast amounts of information at users' fingertips."

The role of libraries in the developing NII has been clearly anticipated by those who gathered at the WHCLIS. The need for involvement by librarians to safeguard access for the public has been well-articulated in a recent article by Nancy C. Kranich in which she warns,

> Decisions about the future of national, state and local information policies are being made almost exclusively by industry representatives. Librarians, educators, public interest groups, and consumers are not being represented and protected as this major transformation takes place in every community. Without librarian input our new information infrastructure may be dominated, accessible, and affordable by just a privileged few.[7]

[7] Nancy C. Kranich. "The Selling of Cyberspace: Can Libraries Protect Public Access?" Library Journal 118 (November 15, 1993): 34-37.

The WHCLIS recommendations that require articulation of the library and information community with the NII agenda are proactive. Librarians must play a special role in the formation of this infrastructure for librarians are unique in understanding the scope and sweep of the information that can be accessed and have over a century of experience in advocacy for information equality regardless of the format of information. Librarians have supported principles of equality that must be sustained regardless of format.

While some of the WHCLIS recommendations that are identified here as relating to the NII activate other WHCLIS policy areas, they are nevertheless highlighted with reference back to other policy areas to indicate the interpenetration of technology with other domestic concerns.

At the core of librarians' concerns with the NII is access. Because libraries will be the only access point for many Americans who may be years from owning the relatively expensive interface mechanisms that will provide access to the information superhighway, it is crucial that libraries' access--which will become, in fact, universal public access--be protected through mechanisms such as preferential telecommunication rates for libraries (ACC04-6); mandates for governmental agencies to place information on networks accessible to libraries (ACC04-7); support for no-fee public access (ACC05-1); special focus on information access to underserved minority groups and native American people (ACC05-3; NIP08-4); and care taken that access be timely (NIP01-1).

Given librarians' ethical and professional commitment to the principle of information equality,

leadership for development of networks should include library planners (NET0l-l). Librarians' commitment to lifelong learning also affects upon development of the NII which should include end user access (NET0-l) and continued development of school participation in the information superhighway (TEC06-1).

The success of the U.S. library system with its dedication to free and open access demonstrates that the democratic traditions that uphold the need for an informed citizenry must be pervasive as new technologies are put in place. This system is at risk unless support to integrate new technology is incorporated.

These points have been made forcefully by Jim Neal, dean of libraries at Indiana University and Chair of the Information Policies Committee of the Association for Research Libraries, who has observed:

> The future of higher education, the entire education industry and thus the future of libraries are inevitably bundled in the development and extension of the national information network. ...the library community... must lobby on key policy and administrative issues, advocating infrastructure investment at the local and regional levels, and positioning organizations to bring networked services and support to users.[8]

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[8] Fred Heath, "The Emerging National Information Infrastructure," Library Administration and Management 7 (Fall 1993): 206-207.

IMPLEMENTATION OF RECOMMENDATIONS

The WHCLIS recommendations cut across several important national policy initiatives, namely lifelong learning, industrial policy, economic stimulus and the development of the information infrastructure. Because of the grassroots consensus building process through which these recommendations were developed, it is imperative that these be moved from recommendations to law.

The first approach to ensuring inclusion of these recommendations at national levels is support for a restructured Library Services and Construction Act (LSCA). A restructured LSCA which appropriates funds to local communities through individual states will vest state library agencies with legal responsibility for interpreting implementation of the WHCLIS recommendations in accordance with state needs.

Under a restructured LSCA, "Access" will drive new library activities. Access has two facets: "Technology" and "Special Services." Technology goals include statewide planning, service delivery and evaluation including regional, statewide and multi-state projects. The organization and delivery of information must be based on linkages between libraries. Linkages under issues identified by the NII include preservation, and development of databases, and free access to

information regardless of geography or financial ability. Economic development issues would also be addressed under the rubric of technology including job training information, community economic development, improving skills of workers through access to education and training, and support for new businesses. The technology to provide timely access to all levels of government information in pursuit of the goal of an informed citizenry would also be a central aspect of the new LSCA.

"Special Services" goals would include projects emphasizing standards, planning, evaluation, cost-sharing programs for computer systems, and telecommunications. National priorities would be incorporated in state plans including services to Sovereign Tribes, Americans with disabilities, and the economically disadvantaged. Youth considerations will rank highly, especially those relating to National Education Goals, and the geographic and cultural diversity of children. Also included in this focus of the LSCA would be issues related to lifelong learning and collaboration with local education agencies. Urban and rural libraries would receive special consideration with a focus on how urban libraries might provide services to support the economic base of cities, and how rural areas could be supported through distance learning, and access to information networks.

State-based plans will incorporate the recommendations of the WHCLIS in support of national goals. Many of those involved in developing the WHCLIS recommendations also worked on individual state recommendations that were part of the process of national discussion. Thus the fabric of consensus building has been continuous and generally agreed upon as the direction in which library support must move to forward national goals and initiatives.

Another approach is to ensure that WHCLIS recommendations are included in other pending legislation (passage of the National Research Education Network, a WHCLIS recommendation, is a case in point). Thoughtful legislators assisted by this brief synopsis of how WHCLIS fit into national policy goals, can make this happen and should expect that the National Commission of Libraries and Information Science, the American Library Association and other national library associations will develop issue papers as legislation arises.

Continued and expanded support of other federal programs that sustain libraries such as the Higher Education Act (HEA), and the Elementary and Secondary Education Act (ESEA),is necessary to ensure that libraries will be equipped with new technology, collections will be improved, and new professionals educated. As legislation to down-size government commences, appropriations that have supported the strengthening of our nation's library and information services must be sustained and expanded.

Investment in libraries and their services is the most efficient and cost effective way to begin to meet many national goals.

With more Americans requiring access to lifelong learning, with the need to provide economic stimulus more compelling, and with coalitions of private industry to foster the information superhighway, it is libraries and libraries alone that will advocate the services and principles that include all citizens.

Support for the education of librarians and information professionals (PER01-2) , support for

the continued training of these professionals (PER02-1), and special attention to recruiting information professionals from diverse backgrounds (PER 04-1) will ensure that the human resource base is in place to activate the goals of universal library service. It should be kept in mind as well that these services, especially in this period of accelerated technological development, will require effective marketing (MAR01-1) to establish information access as a universal human right.

SUMMARY

There are more than 115,000 libraries in the United States: 8,865 public libraries with 6,350 branches; 92, 539 school library media centers; 3,998 academic libraries, and 10,263 special (corporate, hospital, medical, government) libraries. Taken together these libraries are a resource that is a national treasure of collections and linked databases that can collaborate as the information initiative progresses. However, the "savage inequalities" described by Jonathan Kozol as characterizing American public education, also describes our libraries.[9] Poorer communities with lower tax bases will provide their citizens with impoverished information resources.

Access to information through stronger financial support for libraries will begin to dissolve the pernicious inequity of opportunity that is eroding all U.S. society.

The opportunity of the NII provides a renewed opportunity to even the playing field. A restructured re-vitalized LSCA and a stronger HEA and ESEA coupled with inclusion of support for libraries in other pending and yet-to-be drafted legislation will move the citizenry of the United States to a more competitive place in the global economy.

[9] Jonathan Kozol, Savage Inequalities: Children in America's Schools (New York: Crown, 1991).

Through our nation's libraries the national goal of lifelong learning can be met. It is libraries that will safeguard the collective wisdom of the past through preserving in paper and electronically the literature, scientific research and governmental studies of our nation.

The sustained commitment of libraries to building collections and guaranteeing access through new information technologies is a commitment that will ensure that the vision of universal literacy and democratic participation can be realized. The WHCLIS recommendations provide a plan for a just and productive society.

ANALYSIS OF POLICY RECOMMENDATIONS

APPENDIX A

White House Conference on Library and Information Science

Analysis of Policy Recommendations

APPENDIX A

		Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
I. Availability and Access to Information					
A. Strengthening Collection Development					
Keep pace with the rapid growth of information	(ACC01-1)	•		•	•
Increase appropriations under existing law	(ACC01-2)	•		•	•
Dedicate funding to strengthen school library needs	(ACC01-3)	•		•	
Provide funds to meet increasing needs of the public	(ACC01-4)	•	•	•	•
Ensue access policies to accommodate diverse user needs	(ACC01-5)	•	•	•	•
B. Eliminating Physical Barriers					
Establish National Library Service for Disabled Americans	(ACC02-1)	•		•	•
Encourage new libraries and abolition of access barriers	(ACC02-3)	•		•	•
C. Assuring privacy and confidentiality					
Adopt laws guaranteeing user privacy/ confidentiality	(ACC03-1)	•			•
Develop first amendment awareness program	(ACC03-3)			•	•
Ensure nonconditional funds for legal material	(ACC03-4)			•	•
Mandate open access to information	(ACC03-5)	•	•	•	•
D. Expanding Information Resources					
Ensure access to information sources	(ACC04-1)	•	•	•	•
Improve depository library access to electronic material and indexing	(ACC04-2)	•	•	•	•
Create scientific research information clearinghouse	(ACC04-3)	•	•	•	•
Define "National Security" more clearly	(ACC04-5)			•	•
Legislate preferential library telecommunications Rates	(ACC04-6)	•		•	•
Direct agencies to use library network for information dissemination	(ACC04-7)	•	•	•	
E. Ensuring no-fee and improved access					
Provide no-fee public access	(ACC05-1)	•	•	•	•
Establish study group for underserved minority groups	(ACC05-3)	•	•	•	•

			Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
F.	**Reducing barriers for special groups**					
	Improved support for blind and physically handicapped	(ACC06-1)	•		•	•
	Support multicultural, Multilingual populations	(ACC07-1)	•	•	•	•
G.	**Projecting future goals**					
	Encourage innovative approaches for the 1990s	(ACC09-1)			•	•
II.	**National Information Policies**					
A.	**Enhancing information delivery**					
	Ensure equal and timely access and delivery	(NIP01-1)	•	•	•	•
B.	**Updating copyright provisions**					
	Amend copyright statutes for new technologies	(NIP02-1)			•	•
C.	**Assuring access to information**					
	Guarantee full, timely access to public information	(NIP03-1)			•	•
	Eliminate Impediments	(NIP03-4)			•	•
D.	**Developing government initiatives**					
	Provide incentives for literacy program development	(NIP04-1)	•	•	•	•
	Establish presidential advisor	(NIP05-1)		•	•	•
	Retitle and restructure the Department of Education	(NIP05-2)		•	•	
	Require library participation in government actions	(NIP05-3)	•	•	•	•
E.	**Assuring intellectual freedom**					
	Enact national information policies for democracy	(NIP07-1)		•		•
F.	**Expanding networks and access**					
	Create nationwide information infrastructure	(NIP08-1)	•	•	•	•
	Implement and extend transmission network	(NIP08-2)		•	•	•
	Increase funding of depository programs	(NIP08-3)		•	•	•
	Focus on Native American information	(NIP08-4)	•	•	•	•
G.	**Assuring conference follow-up**					
	Plan Decennial Library Conference	(NIP10-1)	•	•	•	•
	Enact library and information services legislation	(NIP10-2)	•	•	•	•
H.	**Bridging population diversity**					
	Encourage multicultural/lingual programs and staffs	(NIP11-1)	•	•	•	•
I.	**Incorporating libraries in education**					
	Designate libraries as educational agencies	(NIP12-1)	•	•	•	•
J.	**Supporting the business sector**					
	Establish special business-focused information centers	(NIP14-1)	•		•	
K.	**Codifying federal library services**					
	Designate information centers as government function	(NIP15-1)	•		•	•

		Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
III. Information Networks Through Technology					
A. Planning and coordinating action					
Provide leadership for information-sharing networks	(NET01-1)	•			•
Support collaboration at all levels in the community	(NET02-1)		•	•	
Encourage cooperative library volunteer groups	(NET04-1)	•	•	•	•
B. Supporting information resources					
Fund libraries sufficiently to aid U.S productivity	(NET05-1)	•	•	•	•
C. Enhancing database management					
Support end user access through networks	(NET08-1)			•	•
D. Perusing public/private cooperation					
Encourage partnerships at all levels	(NET10-1)	•	•	•	•
E. Combining and sharing resources					
Recognize network value and assure involvement	(NET11-1)	•	•	•	•
Share resources and overcome existing barriers	(NET11-2)	•	•	•	•
F. Upgrading rural services					
Develop networking equity for low density areas	(NET12-1)		•	•	•
G. Networking and school libraries					
Ensure statutory support for role in *America 2000*	(NET13-1)	•	•	•	•
H. Establish standards					
Ensure networking system compatibility	(NET15-1)		•		•
I. Sharing legal profession information					
Serve as active communications ports	(NET16-1)		•	•	
Designate national law library	(NET16-2)		•	•	
J. Accessing the spectrum of information					
Develop policies, procedures for information in all formats	(TEC02-1)	•			•
K. Building education information network					
Share via a national 'Superhighway'	(TEC06-1)	•	•	•	•
Convene forum for research and development agenda	(TEC07-1)	•			•

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			Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
IV. Structure and Governance						
A.	**Forming national-level oversight**					
	Establish Congressional committees	(GOV01-2)	•	•	•	•
	Establish national institute	(GOV01-3)	•	•	•	•
B.	**Revising fiscal policy**					
	Repeal book inventory tax	(GOV02-1)				
	Continue special postal rates	(GOV02-2)				
	Increase library allocation as centerpiece in education initiative	(GOV02-3)	•	•	•	•
	Extend defense impact funds formula to libraries	(GOV02-4)	•	•	•	•
C.	**Implementing existing federal funding**					
	Support funding for agencies in information dissemination	(GOV05-2)	•		•	
	Recognize libraries as partners in lifelong education	(GOV05-3)	•	•	•	
	reestablish categorical funding for school libraries	(GOV05-5)	•	•	•	
	Forward fund LSCA authorization	(GOV05-6)	•	•	•	
	Redirect LSCA titles to state library agencies	(GOV05-7)	•	•	•	
V. Services for Diverse Needs						
A.	**Evaluating program effectiveness**					
	Establish statistical model for determining impact/needs	(SER01-1)	•	•	•	
B.	**Enhancing learning and literacy**					
	Adopt omnibus children and youth literacy initiative	(SER02-1)	•	•	•	
C.	**Enabling full participation in society**					
	Emphasize literacy initiatives to aid the disadvantaged	(SER03-1)	•	•	•	
	Establish national coalition for information literacy	(SER05-1)	•	•	•	
D.	**Expanding human resource development**					
	Build on the present with people-oriented services	(SER06-1)	•	•	•	
E.	**Meeting the needs of diverse society**					
	Target special-need populations	(SER07-1)	•	•	•	
	Expand service for equitable access by print-handicapped	(SER07-2)	•	•	•	
F.	**Extending service through outreach**					
	Adopt proactive policy for the underaware, underserved	(SER08-1)	•	•	•	

			Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
VI. Training to Reach End Users						
A.	**Training in the use of technology**					
	Expand support for lifelong education	(TRA01-1)	•	•	•	•
B.	**Building information processing skills**					
	Establish presidential total quality management award	(TRA02-1)	•			
C.	**Encouraging lifelong learning habit**					
	Extend user-friendly technology to all citizens	(TRA03-2)	•	•	•	•
D.	**Enhancing higher learning institutions**					
	Train students in library and information services	(TRA04-1)	•	•	•	•
E.	**Improving end-user training**					
	Provide grants for innovative model training projects	(TRA06-1)	•	•	•	•
VII. Personnel and Staff Development						
A.	**Expanding professional education**					
	Study alternative approaches with accredited schools	(PER01-1)	•	•		
	Target graduate education funding to aid shortage areas	(PER01-2)	•	•	•	
B.	**Supporting continuing education**					
	Provide scholarships, grants, and loans at all levels	(PER02-1)	•	•	•	
C.	**Building recruitment**					
	Increase support to attract multicultural professionals	(PER04-1)	•	•	•	
VIII. Preservation of Information						
A.	**Developing national preservation policy**					
	Adopt national program for information preservation	(PRE01-1)		•	•	
	Provide necessary resources for preservation	(PRE02-1)		•	•	
B.	**Preserving conference findings**					
	publish summary report in durable form	(PRE03-1)				

		Lifelong Learning	Industrial Policy	Economic Stimulus Rural & Urban Development	Information Infrastructure
IX. Marketing to Communities					
A. Evaluating and marketing library services					
Create model library marketing programs	(MAR01-1)	●	●	●	●
Evaluate and develop model assessment	(MAR01-3)	●	●	●	●

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